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AUTHOR Hansen, L. Sunny
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ABSTRACT

BORN FREE is a collaborative training and development effort of university-based counseling psychologists and field site teachers, counselors, and administrators. Its purpose is to reduce career-related sex role stereotyping in educational institutions from the elementary through the post-high years. This presentation describes the assumptions, conceptual models, and principles which undergird BORN FREE, and the strategies and methods used to structure and implement the plan. (Author)

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BORN FREE: Reducing Career-Related Sex-Role Stereotyping in Educational Institutions

Staff Development and Change Process

L. Sunny Hansen
University of Minnesota

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

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Staff Development and Change Process

BORN FREE is a collaborative training and development effort of university based counseling psychologists and field site teachers, counselors, and administrators to reduce career-related sex role stereotyping in educational institutions from the elementary through the post-high years. This presentation is intended to describe the assumptions, conceptual models, and principles which undergird BORN FREE, and the strategies and methods used to structure and implement our plan.

Rationale

The basic concern addressed in Project BORN FREE is what we have chosen to call "career socialization." Problems of choice and decision are human problems, and both women and men have been programmed to believe that certain choices are for women, others are not; certain choices are for men, others are not. Through the subtle messages we give children, we convey what the norms of society require us to expect. And cultural expectations about what we ought to (or ought not) do affect what we can and will do. To the extent that we assign roles on the basis of expectations related to sex (or race or age), we limit choice. If we are going to help students to have and make creative choices, educational institutions must find ways to help individuals go beyond their socialization, to discover new patterns, as May (1975) suggests, without devaluing the socialization of other generations or cultures that may believe in the old norms and symbols.

One of the goals envisioned in BORN FREE is to open up possibilities for new roles and combinations of roles for women and men. Implicit in the concept is the need to learn which roles are potentially most satisfying to each individual in line with his or her talents, preferences, and needs. The project is built on a realization that old patterns of choice and decision may not be appropriate for the new realities in both work and family, for emerging multiple career patterns available in society, such as dual careers, shared positions, equal partnerships, single-person careers, or two-person careers, as well as traditional nuclear family career patterns. The project seeks to Build Options, Reassess Norms, and Free Roles

through Educational Equity.

Assumptions

The BORN FREE approach to reducing career related sex role stereotyping in educational institutions is based on four assumptions.

1. Since one sex cannot redefine its roles without affecting the other, if progress is to be made in expanding career options for both sexes, efforts in educational institutions must be directed to both men and women at all levels of education.
2. Inasmuch as men both affect and are affected by female career decisions (and vice versa), men must be integrally involved in providing and receiving training in career related sex role stereotyping.
3. Inhibitors and facilitators of career development occur at every stage of the educational ladder and can be identified. Training models can be created to change the behavior of educators and parents in significant ways, but the models must attend to not only the content of career socialization but the process by which change is effected in educational settings.
4. Developmental training teams of counseling psychologists and practitioners can collaborate to produce effective experiential/cognitive training materials.

Conceptual Framework

There are three models which form the conceptual framework of BORN FREE, a systems approach, a career development model, and a change process and consultation model.

Systems Approach

From the outset an attempt was made to view BORN FREE within a systems framework. We recognized that if we were going to bring about change in educational systems, we would need to examine all parts of the system and determine how change in one part of the educational institution would influence other parts. Our systems framework included the usual areas of any systems approach: planning, developing, implementing, and evaluating. Our planning included consultation with all 14 institutions prior to developing the proposal. Local staff were asked to complete a systems analysis or needs assessment (including status assessment) of their own school or college with

guidelines and national needs data provided by university staff. In the developing phase, an attempt was made to relate needs statements to goal statements drawn from findings of a literature search on career socialization and the systems diagnosis, described elsewhere. Working in developmental teams - elementary, secondary and higher education - and with leadership from a level coordinator, staff created a set of training goals and objectives appropriate for educators and parents at their level. Project implementation included the creation of three training packets of over 200 learning strategies or activities based on the objectives; and the development of 10 color video tapes based on developmental themes drawn from the literature reviews. Process implementation included identification and training of 55 staff, developing a two-week training institute for 40 additional educators from participating institutions, and attending to change process factors which were affecting implementation in the various institutions. Evaluation consists of product evaluation of the training packets and video tapes and process evaluation of the training models, participant and institutional characteristics, and change strategies.

Career Development Model

The basic conceptual framework which undergirds BORN FREE is career development. An assumption is made that both women and men are seriously limited in their educational, occupational and life style options by the sex bias and sex role stereotyping which pervade society. It is suggested that schools and colleges at all levels of the developmental continuum are among the influencers of career development and that the conscious and nonconscious attitudes, behaviors, and practices of educators and parents may inhibit or facilitate that development. The training materials and models are designed to make educators and parents aware of the problems of career related sex role stereotyping and ways in which it affects or has affected not only students but their own career options.

The conceptual model for BORN FREE is the Minnesota Career Development Curriculum (CDC) (Hansen and Tennyson, 1975; Hansen, Tennyson, Klaurens and Antholz, 1975).

The model stresses the basic concept of career as including not only the paid work role but the integration of work roles with other life roles. It defines the developmental career competencies or management tasks to be mastered by students as they progress through the educational continuum, elementary through post-high. The management tasks include developing and clarifying a positive self concept; acquiring a sense of control over one's life; acquiring knowledge of the educational, occupational and life style options; acquiring knowledge of the career decision-making process; and applying management skills to life roles.

BORN FREE goes beyond the CDC and introduces a hypothesis of "career socialization," defined as "the differential experiences, influences, and processes used to prepare females and males for the educational, occupational and life style roles and choices society has defined as being appropriate for their particular sex" (Hansen, 1976, p.12). The hypothesis is explicated in three reviews of literature which identify salient variables in career sex role socialization. The BORN FREE training model focuses on inhibitors and facilitators at three levels: the ways in which educators and parents themselves have been limited in their career options; the ways in which they influence their students or children; and the inhibiting or facilitating conditions within institutions that promote or limit student career development differentially for male and female students.

Change Process and Consultation Models

The need for continuous collaboration and communication between university based staff and field site staff was recognized from the beginning of the project. The consultation model on which BORN FREE is based may best be described as a collaborative one such as that described by Kurpius and Brubaker (1976). It is collaborative in the sense that there are different levels of consultation, with university staff serving as external consultants to the field site consultees on such areas as the systems diagnosis, module development, and change process strategies. The field site staff are also internal consultants to their colleagues and parents within

their own institutions and are cooperatively developing both the training materials and implementation plans to bring about change in the area of career options and sex roles. One indication of the success of the collaborative process was that field site staff strongly requested that help from university consultants be continued in the second year.

The model is collaborative in that there has been articulation from one level to another as well as from one school or college to another. One of the positive rewards for participants has been the mutual contribution which has evolved as they share ideas, materials, problems and successes with one another. Although BORN FREE is focused on reducing career related sex role stereotyping, the long-range goal is that through increased awareness and activity of faculty and parents, there will be a built-in and continuing expansion of career options for boys and girls, women and men, from the elementary grades through the college years. The approach is not intended to be band-aid consultation by outside experts but developmental, with internal involvement from problem identification to problem solution.

The Havelock model. Two models of change and change process are a part of the conceptual base of BORN FREE. The Havelock (1973) six-step pyramid of building a relationship, diagnosing the system, analyzing resources, choosing a solution, gaining acceptance and maintaining the innovation has been part of the model since the project began. It has served as a simple but useful tool for both the internal and external consultants in planning for change in their area. Field site staff were asked to examine the "felt need," their own position in the institution, their power base, the climate for change, the amount of support for or resistance to BORN FREE goals, and the best intervention points for change in their school or college.

In one elementary school teachers gathered their own evidence of the need for change. They were asked to predict students' sex role perceptions of occupations and then to ask students directly about their perceptions of sex appropriateness of occupations. The results were surprising to the teachers who found student

attitudes much more stereotypic than they expected them to be. Their questionnaire survey convinced them that a career development program was needed in their school.

In another junior high school a counselor conducted a formal study of occupational role perceptions of junior high girls and boys. Again the results were highly stereotypic. One interesting finding at the secondary level was that girls appeared to be more emergent in their attitudes about changing roles than boys, a finding which caused staff to ask, "Since these are young people who may eventually share their lives, what happens when they get together?"

In a postsecondary institution the field site staff used the vehicle of a BORN FREE network of staff volunteers who met twice weekly to directly confront the problems of sex role stereotyping in their institution. In another, a formal task force of faculty was created, primarily from subjects in which there was considerable sex segregation, e.g. women in nursing, men in chemistry.

The Rand Model. The second change process model adapted by BORN FREE is one which was discovered a few months into the project but which seems to fit well BORN FREE goals and strategies. It is a change agent model created by the Rand Corporation as a result of its study of 203 federal innovative programs. The Rand model (Mann, 1976) consists of a three-stage model (initiation, implementation, and outcome) through which the change process itself can be studied. Researchers did intensive case studies of 29 of the innovations and report the characteristics of the most successful and least successful innovations at each of the three stages. BORN FREE has adapted this framework as the primary one for its process evaluation. Described in detail in another paper, it is the vehicle we are using to help answer the difficult question, "How can we bring about enduring change in educational institutions?"

Initial guiding principles. A number of consultation and change process principles guided the inception and planning of BORN FREE. A few of these are listed below:

1. Because it was assumed that individuals prefer to be involved from the beginning in a project that will affect them, inputs from each institution were sought and

used from the initial stages of planning.

2. Attempts were made to identify internal consultants who were committed to BORN FREE goals; who knew something about career development and sex role stereotyping or both; and who were leaders or opinion influencers in their own system.

3. Recognizing the necessity of administrative support, administrative commitment was obtained in writing from every institution, from principals, curriculum directors and superintendents.

4. Since local data can be more convincing than national facts and figures, each institution was asked through a systems analysis to assess its own needs and goals and engage in not only a needs assessment but a needs-creation process. Part of the assumption here was that people may not always know what they need and local data can help create a "felt need." This was one means of creating problem ownership.

5. Flexibility was encouraged in each institution to enable local staff to be creative and use their team and individual capabilities in developing their own implementation strategies to achieve project goals.

6. A certain amount of structure was provided to give local staff a conceptual framework and guidelines for systems analysis, module and tape development and change strategies.

7. Recognizing that change agents (whether internal or external consultants) need knowledge and tools to train others, cognitive and experiential training and background were provided for all staff in the basic areas of career development, sex role socialization and change process.

8. On the assumption that people are more likely to use what they help create, field site staff and university staff cooperatively developed the methods and materials to be used as part of the intervention strategy. Thus field site staff had a vested interest in the materials they were to field test in their own settings, and their ownership of the BORN FREE intervention strategy was also reinforced.

9. The need for rewards and incentives for participation in any change agent project was recognized but probably the most difficult to satisfy. With a part-time staff of 55 external and internal consultants, most of whom were overworked and underpaid, problems of coordination and staff maintenance and morale were major ones. Part of the problem was the multiple tasks and enormous amount of work to be completed in a short period of time. The released time (three half days per month) for internal consultants and the 1/4 time for the university based staff were inadeuqate for the development tasks, not to mention implementation.

Motivation for change. One of the recurring questions of BORN FREE is that of motivation for change. While project staff are deeply committed to project goals, many educators and parents may be threatened by the kind of change related to sex roles which the project represents. They may rightfully ask, "Why should I change?" or "What's in it for me?" BORN FREE staff have sought answers to this question. The best and most honest reasons are humanistic and developmental ones: a) Most parents, including educators who are parents, want options for their children and most would rather be facilitators than inhibitors of career development; b) BORN FREE training does offer participants an opportunity for increased awareness and meaningful personal growth (For most people, growth is a positive value); and c) Most educators are committed to the democratic values and goals of the schools and colleges in which they work, goals such as maximizing human development and equality of opportunity. BORN FREE offers a means through which they may come closer to achieving those superordinate goals and values.

While change is being legally mandated today through the Education Amendments of 1976, Title IX, and Affirmative Action, to many educators the more positive approach of career development and the more human mandate of BORN FREE are more palatable incentives for change.

Staff Development and Training Strategies

With this background on conceptual models of BORN FREE, let us turn to the major methods and strategies for implementation--the development of training materials and models. Four major components will be briefly described: 1) in-service training for BORN FREE staff; 2) training modules; 3) video tapes; and 4) the BORN FREE Institute.

Inservice Training for BORN FREE Staff

It was recongized that the BORN FREE staff were a highly diverse group with a wide variety of experience and training in the areas of project focus. To provide them with a common conceptual background and terminology for development as well as training skills for implementation, monthly training sessions were held. Half day sessions were conducted with inside and outside speakers on such topics as career development, staff and organizational development, sex-role stereotyping programs, systems diagnoses, training designs, writing goals and objectives, creating learning strategies, assertiveness, evaluation, and change process. Each session was evaluated, and staff response indicated they were gaining knowledge and skills needed to carry out their tasks. One of the most well received sessions was one providing assertion training in areas of sex roles and sexism, a very meaningful linkage, since several staff had expressed a need to learn how to talk with and confront colleagues on issues of sex-role stereotyping. The training sessions were conducted concurrently with module development and combined with work sessions of the developmental teams.

Training Modules

A major development task during the first year was to create three training packets for educators and parents, one each at elementary, secondary and higher education levels. The packets were to be flexible training designs of 50-60 hours. The broad goals of the module were based on the Career Development Curriculum, the reviews of literature, and the systems analyses. Level teams were instructed to identify level needs, performance objectives, learning strategies linked to objectives,

and criteria by which to determine whether the objectives had been met. Tasks were shared by university staff and field site staff according to interest and level of expertise. Although each level was encouraged to use creativity, there was a common frame and format. Staff developed a variety of experiential and cognitive activities to effect changes at their developmental level. These included readings and discussions, simulations, role plays, video tapes and films, self-evaluations and quizzes, and introspective exercises. The intent was to integrate the video tapes into module activities. Prototype materials and resources were provided as examples, but a unique BORN FREE module format was created. With much hard work, dedication, and effort from staff, the three modules were completed in time for field testing in the summer workshop.

Each packet consists of a set of definitions, guidelines for workshop leaders (including suggestions for community building, group process, and dealing with resistance), a summary of the review of literature for the particular level, and the learning activities based on goals and objectives. Selected resources appropriate for each level are also identified.

The three training packets have had an initial field test with apparent positive results. Although only about 20 out of 200 learning activities could be tried out in the summer workshop, subjective comments and armchair reviews from participants indicate they were well received and considered creative, stimulating, useful, adaptable, and a tremendous resource. Modules will be revised during the next year following additional field testing.

Video Tapes

Work on the creation of 10 half hour color video tapes progressed concurrently with module development. We have been fortunate to have the expertise of the University's Media Resources. As with the modules, themes for the tapes were drawn from the literature review and systems analyses, and tapes were intended to be integrated with the print materials. Because of the heavy demands of development during the

first nine months, it was impossible to complete all the tapes.

Raw material for the tapes was gathered through 50-60 hours of taped interviews with real women and men from a variety of age, ethnic and socioeconomic backgrounds. They talk about their expectations, male-female socialization, choices and changes in their lives. IF segments based on the institutional and personal inhibitors and facilitators form the basis for some of the video tapes. Scenes of students from the various project schools and colleges were also filmed to provide examples of influencers. At present only one tape is completed, a BORN FREE sampler called A World of Options. One of the unanticipated spinoffs was the creation of an original song for the series, "Born Free People" by Arnold Walker and the Cedar Lake Junction.

The tape has been field tested with several audiences with overwhelmingly positive responses. The other nine tapes are to be edited during the second year and broadcast on public television. Criticisms of and suggestions for the first tape will be incorporated into the remaining tapes.

BORN FREE Institute

Without a doubt the highlight of the first year of BORN FREE was a two-week intensive summer institute. Criteria for selection were teams of educators; balance of both sexes; balance among levels; past experience, and commitment to BORN FREE goals and the workshop. Forty educators (26 female, 14 male) were identified, mostly from participating institutions, to experience the training materials and model and then join field site staff for implementation during the second year. Again a multiplier effect was part of the goal, with the number of BORN FREE trainees now approaching 100.

The institute began with a deliberately informal one-day retreat filled with experiential growth activities for community building, communication, and information-sharing related to career development and sex-role stereotyping. It set a tone of openness, trust and communication among participants which lasted throughout the workshop.

The workshop is a model to help trainees (educators and parents) learn both

the content of career-related sex-role stereotyping and a process model to bring about change. The workshop consisted of 60 hours of training and several components, including the following: a) Background Readings and Presentations by Staff (Career Development, Change Process, Literature Reviews); b) Guest Speakers and Panels (Illustrative Programs, Administrative Support); c) Module Exercises (20 selected from the three packets); d) Developmental Growth Groups (groups of eight participants with facilitators to process activities, make personal applications, and maintain a support group); e) Video Tapes (viewing the completed tape and several unedited tapes); f) Psychosocial Visit to Industry (A structured visit to one of 13 businesses and industries to examine firsthand effects of sex role stereotyping in the work sector); g) Implementation Plans (Each team developed their own action plan to implement in their home institution in cooperation with original field site staff).

A pre-and post-test questionnaire was completed by Institute participants. Although results have not yet been summarized, overall response was exceedingly positive with more than 90 per cent rating the workshop as excellent. Module evaluations were more mixed, but these too were very positive. The video tape was highly rated and is incorporated with several of the fall workshop plans. When asked what kind of change process help they would like to receive in implementing their plans, participants indicated it was extremely important to maintain the communication and support group, both with BORN FREE staff and other participants. Most wanted some kind of reunion or followup early in the fall and a newsletter for sharing problems and successes.

Perhaps the most significant outcome of the Institute in terms of project goals was the amount of personal growth and awareness participants reported. It appeared that no matter where they were when they began in their attitudes toward sex roles (from traditional to liberal), there was some movement and growth. Some reported greater confidence in their own skills as change agents, joy and comfort in learning; there was research and documentation to back up their feelings, aware-

ness of a wider range of life styles, and greater understanding of career development. The least satisfying part of the Institute was too much to do in too little time.

But the overriding message in the Institute evaluations is one of positive feelings about personal growth combined with practical tools, knowledge, and resources to help them achieve project goals in their home institutions. The reaction is well expressed by one participant who wrote: "It gave me a chance to look inward to learn about life styles, a chance in an open and trusting environment to learn and talk about where men and women are today with each other." Those are the kinds of environments BORN FREE through its training materials and models is trying to help create.

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